Lesson 7

Essential questions: How do we connect with kids and their parents? How do we learn to see them as they see themselves?

Laura will ask students if there are any announcements. She will note that we may take break a few minutes later today, but that after break, we will be going right to workshop groups. She will then ask students to take out their global roses, and raise for the whole group any further questions they have. Laura will introduce essential question for the day. (15 minutes)

Laura will tell students that there are two short articles on English-language learning for next week. To prepare, they should write about how the readings connect with your own experiences learning a language(s)? Reflect on what worked for you and what didn’t.

Kyle will ask students to take out their writing they did to prepare for class today. He will project seven purposes of assessment, and then five types of assessment. He will ask students, working in pairs, to match each purpose with the type of assessment it is. Class will go over answers. (10 minutes)

Kyle will then point out that one of Drummond’s main arguments is that good intentions or good purposes are not enough—assessment needs to have a good outcome as well. That is, it needs to be beneficial—if assessment makes kids feel bad about themselves, then it is not working. Kyle will show chart from p. 209 of Pike and Selby, and ask students to return to partner, and fill out the chart. Kyle will show Drummond quote about the need for assessment to work, and then we will look at their charts. We will discuss: Which form of assessment most benefits the students themselves? (15 minutes)

Laura will note that most of the work we have been doing in class has been on diagnostic assessment—getting to know our students. At this point in the course, we will also start to do more with formative assessment. That is, assessment which helps us as teachers figure out our “next steps” in teaching. (2 minutes)

Laura will tell students that we are going to watch a classroom video of an algebra teacher doing a lesson with ESL students (http://ellib.stanford.edu/?q=public-video-library). As the students watch the video, they should take notes on two things: What specific acts do you see Mr. Waldman undertaking that we categorize as formative assessment? What other things do you notice about the video generally? Laura shows video. (10 minutes)

Students are given a few more minutes to silently reflect, write, stretch. Then Laura leads discussion of what students noticed—start with overall things, then moving specifically to formative assessment. (30 minutes max)

BREAK starts no later than 5:45

In workshop, preview with whole group how this will go. (Kyle and Laura will keep time and give a five and two minute warning. At two minute warning, you should move into your closure, or attempt to bring these to closure if you find yourself running out of time). After each person goes, all group mates will give written feedback on feedback sheets, and teacher will write some notes about what just happened. Everyone will write a reflection addressing one or more of these questions: What did your students learn? How do you know?; What type of “input” or “raw material” did you use to jumpstart the lesson? How successful was it at getting students interested?; How successful were you at establishing a cooperative atmosphere?

Our take-away idea from Drummand:

Students associate assessment with negative feelings—it’s about being told what you are bad at.

School teachers students to not trust their own judgments about themselves.

Assessment should be educative and not just a chance to show what you already know.

The results of assessments do not automatically imply what needs to be done.

Students’ “errors” are often give insight into their opinions and experiences.

Assessments should allow for more than right/wrong answers.

Assessment begs of us to stop and ask: What is going here?

How do we connect with kids and their parents?

How do we learn to see them as they see themselves?

\*When teachers give students the chance to bring all of their ideas and insights together at one time.

\*When teachers identify students’ strengths and weaknesses prior to planning a lesson.

\*When teachers use aggregate student achievement data to assess and improve the effectiveness of their curriculum and teaching.

\*When teachers use data to communicate a child’s progress with to their parents and give the parents ideas about how to help.

\*When teachers modify and adjust their teaching practices to reflect the needs and progress of his or her students.

1. Diagnostic
2. Formative
3. Summative
4. Evaluative
5. Informative

Assessment Who Benefits? Benefits

1. Diagnostic
2. Formative
3. Summative
4. Evaluative
5. Informative



What specific acts do you see Mr. Waldman undertaking that we might categorize as formative assessment?

What other things do you notice about the video generally?

What did your students learn? How do you know?

What type of “input” or “raw material” did you use to jumpstart the lesson? How successful was it at getting students interested?

How successful were you at establishing a cooperative atmosphere?